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ABSTRACT

The teaching corps is undergoing a transformation as the teaching population ages. In the past, "burned-out" teachers could be transferred or could change professions. The economics of the 1980's leaves dissatisfied teachers with no alternative but to remain in teaching. This paper examines ways to help administrators and teachers cope with this problem. Analysis of survey data gathered from 4,800 professional employees of a large suburban school district suggests that experienced teachers, whether aged 30 or 50, will experience a midlife professional crisis. The determining factor is the number of years teaching, not chronological age. Administrators should respond in a two-pronged way: (1) short term initiatives centering on career counseling and (2) a longer term plan involving school-based staff development. Teachers in career-related crises must receive immediate job support, including individual conferences, assessment of their needs, and an analysis of their teacher-job-environment match. School districts must also devise a systemwide response to the problem. The school-based staff development program of the Prince George's County Public Schools is presented as a model. Important aspects of this program include teacher involvement in identifying needs and commitment to staff development by the central and local administrative staff. Implementing school-based staff development programs combined with immediate short term intervention helps administrators deal with an aging teacher corps before the skills and talents of these teachers are lost. The four appendixes include a survey instrument, staff development program forms, and a list of intervention strategies. (MD)

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An Aging Teacher Corps: How Should School Systems Respond?

Sherry Liebes

April 5, 1983

Paper presented at
Council for Exceptional Children's
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An Aging Teacher Corps:
How Should School Systems Respond?

America's teaching corps is undergoing a transformation. Many school districts are employing educators who are more experienced and better educated than their colleagues of five or six years ago. In most jurisdictions, the "aging" of the teaching population has produced a mature professional whose expertise contributes to the quality of education offered within the school system. Increasingly, however, school district administrators are associating the teacher who has taught a decade or more with problems of stress, career burn-out, and midlife professional crisis.

During the 1950's and 1960's, expanding school systems offered the burned-out teacher the chance to receive professional rejuvenation by transfering to another school or by adapting their teaching skills to a business or government workplace. Recent social and economic changes have made this movement more difficult. Dissatisfied teachers are staying in their classrooms, a burn-in phenomenon, despite job unhappiness.

What should be a school district's response to this issue? What system options are available to help classroom teachers and school administrators cope with stresses related to professional

aging? This paper will offer suggestions as to how school district officials might constructively deal with the problems and consequences of an aging teacher corps.

Who are the "burn-in" teachers?

Declining enrollments in many schools throughout the country have limited the job opportunities for newly trained teachers. Wilhelm notes that "in many locales, diminished opportunities exist for new blood to enter the schools as classroom teachers since lower mobility and greater numbers of tenured positions have tended to freeze teaching staffs" (Wilhelm, 1980). Due to economic conditions, teachers dissatisfied with their careers are left no alternative but to remain in their profession. Some school staffs have become stagnant or stable with little infusion of new talent.

Wide attention has been given in the literature to the problems of the mid-life professional. Cardinell discusses these issues as they relate to the educator (Cardinell, 1981). He feels that teachers experience a mid-life professional crisis between the ages of 30 and 50 that stems from conflict between satisfaction from work and commitment to work. The frustration of having his commitment to his profession outstrip the satisfaction he gets from it produces feelings of stress in the educator.

Data collected by a large suburban school system supports the researcher's description of today's teachers as being experienced

and professionally mature. Employees were asked to complete a Perceived Needs Survey, a questionnaire related to their staff development content and delivery mode preferences. The respondents, over 4800 of the school district's professional employees, included teachers, supervisors, administrators and pupil services personnel. Over 72% of these educators had taught nine or more years. Close to 62% of these individuals had earned a master's degree or a higher credential. The typical educator had an advanced teaching certificate and had recently earned workshop credits. Over 72% of the respondents were between the ages of 30 and 50 years.

Preliminary analysis of survey data reveals that this group of educators, despite years of experience, is expressing concerns typical of the "burn-in" teacher. Among the most frequently identified problems were "improving teacher morale" and "dealing with job-related stress". Although all teachers voiced some degree of concern about these issues, those who had taught three to eight years or nine to fifteen years were the most bothered by these problems. (Refer to Appendix A, Demographic Analysis of Perceived Needs Survey.)

What appears to be the determining factor in the teacher's perspective on his/her job situation is not he teacher's chronological age, but rather the years devoted to his/her profession. Neugarten (1969) suggests that changes in social states, rather than developmental changes in biological or psychological processes,

have influences on the behavior and attitudes of adults. The 30 year old teacher and the 50 year old teacher, both of whom have ten years of classroom experience, are likely to face many of the same problems within their respective careers. Experienced teachers, regardless of their chronological age, will feel some kind of mid-life professional crisis that will have implications for their classroom performance.

How can administrators and supervisors respond to the experienced, "burn-in" teacher?

School officials must not avoid the issues raised by the existence of a skilled, mid-career life cadre of teachers if they wish to maintain quality educational programs. Their response needs to be two-pronged: (1) a short term initiative that centers around career counseling strategies and (2) a farther reaching approach that involves implementing a comprehensive school-based staff development model.

First, teachers experiencing stress and other career-related crises must receive immediate on the job support. The administrator or supervisor may offer several forms of assistance to "burn-in" teachers.

Individual conferences - Meeting with the teacher on an individual basis is often an effective initial step towards aiding the teacher experiencing stress on the job. Refering to items identified through a needs assessment tool, such as

the Perceived Needs Survey, will provide a convenient, non-threatening context in which to discuss the teacher's self-reported inservice concerns. (See Appendix B, Staff Development Survey).

The administrator may discover that the teacher is reluctant to meet with him/her to discuss job-related stresses. Therefore, the administrator may be well-advised to employ several intervention strategies to increase the possibility that the teacher and the supervisor will be able to creatively dissucss the problem. (Refer to Appendix C, The Reluctant Client: Tried and True Intervention Strategies.)

Job-environment match analysis - The professionally mature teacher may be experiencing job related stresses because of an incongruence between the teacher's personality and the environment at his/her workplace. Dr. John Holland provides the teacher-administrator team with a helpful tool for analyzing the teacher-job environment match (Holland, 1977). Once a teacher is aware of exactly which parts of his/her vocational surroundings are the irritating conditions fostering low morale, then the individual, in concert with the administrator, can develop an action plan to achieve greater environmental-personality congruence for the teacher.

In addition to these "first-aid" approaches for assisting the experienced "burn-in" teachers, school districts must devise a comprehensive system-wide response to the problem. For the past two years, Prince George's County Public School personnel, under the leadership of the Office of Staff Development, have been grappling with this issue. The result is a Process Model for Planning and Implementing an Effective School Based Staff Development Program.

There is support in the literature for involving teachers in the planning of their inservice experiences as an antidote for low morale and job related stress. Experts report that teachers feel satisfied, supported and increasingly motivated when they are asked to articulate their training needs and concerns (Mann, 1980; Rude, 1978). Involving educators in planning their professional growth activities operates as a type of group therapy (Odiorne, 1956) that increases in the teacher the desire to achieve on the job (Pechone and Cable, 1978). Low teacher morale can be treated through the use of intrinsic and extrinsic reinforcement that results when a teacher, through planning their training activities, perceives the opportunity for continued personal and professional growth. (Rubin, 1973).

Expert support also exists for the school-based staff development model as an effective inservice delivery mode. Lawrence's (1974) study of successful inservice teacher education

programs identifies characteristics that reflect the trends in the rest of the literature. Among his statements are the following:

- -Programs occurring as part of an overall staff development plan or general effort of the school are more likely to be successful than one-shot efforts.
- -Programs of emergent design, in which teachers themselves choose at least some of the goals and activities, are more likely to be successful than programs which are entirely preplanned.
- -Programs which are self-initiated and self-designed tend to have a high rate of success.

Devore (1971), in his literature review, focuses on the teacher as an individual in the process of change and on the variables necessary to promote change. He supports the ideas that:

- -The involvement of teachers in planning and conducting inservice is important.
- -Self-direction and specification of objectives should be built into inservice programs.

The importance of teacher involvement in defining effective staff development experiences is documented in the literature. However, descriptions of the instances where teacher input and planning are encouraged are few. Moore and Hyde (1981) conclude that "although there was frequently considerable talk about responding to the needs of individual teachers, school staffs and communities, these groups in fact had a fairly limited role in shaping staff development activities." Concurrently, teachers argue that the only meaningful basis for staff development is

to treat teachers as professionals and give them control over their own staff development activities.

Planning and Implementing a School-Based Staff Development Model- The literature, then, supports the concept of teacher involvement in identifying their training needs as an antidote to teacher stress and dwindling morale. The School Based Staff Development Model described here provides administrators with a tool for assisting the experienced "burn-in" teacher in attacking the sources of job-related stress. Each program will be unique to the professional growth needs of individuals on a particular faculty. However, each school will move through a common set of developmental pahases as they design their plan.

Initiation- Orientation and Team Building Workshop: An inservice planning team from the local school will participate in a six hour orientation and team development program. This program will explain the rationale and philosophy of school based staff development programs as well as explain the characteristics of effective staff development programs and the multiple delivery systems available for school based staff development. The second segment of the workshop will guide participants through the processes of assessing school needs and concerns, as well as planning techniques for developing a school based program.

Phase One- Local Faculty Needs Assessment: After local school staff complete the Orientation and Team Building workshop,

they will be ready to guide their faculty in the second step of the school based staff development process, conducting a needs assessment. Every effort will be made to insure that each school faculty accurately identifies its staff development concerns. Creative decision-making and group problem solving activities will encourage positive contribution and input by all faculty members.

At the completion of the needs assessment phase, each school faculty will state in writing on their staff development program planning form the one or two identified needs that will form the focus for their inservice program. Additionally, each school will describe how participating in planned staff development activities that speak to these needs will improve the school program offerred to students in that building. (See Appendix D, Staff Development Program Planning form.)

Staff development activities must reflect the needs of local school professionals and they must also be aligned with the overall mission of the school system as reflected in the school district's six-part needs assessment(Appendix E). Therefore, faculty at each school will be encouraged to indicate how their perceived needs intersect with those concerns indentified through the system-wide needs assessment.

Phase Two- Design of staff development program for local school: Phase Two in the process of developing a school based

staff development plan involves activities aimed at helping school faculties describe exactly what they wish to accomplish through their school based program. Although the particular competencies a faculty chooses to address may vary from school to school, specific guidelines are offerred to participants involved with the design of the school based program:

a. Attitudes, knowledges, understandings and skills addressed through staff development activities must be needs based. That is, the content of all inservice programs included in a school's credit-bearing plan must directly relate to needs identified through total faculty involvement. As mentioned above, during the Orientation and Group Process workshop attended by a school's staff development team, team members will be acquainted with and have an opportunity to practice techniques to use with their home school members to help them define their professional development needs.
b. Objectives for inservice activities must be stated explicitly and in terms of participant outcomes.
c. Each plan will encompass exploratory, developmental and evaluation components. Each component will relate to the stated objectives for participant outcomes and must be needs based.
d. Teaching/learning activities designed to meet objectives will be described, including the delivery system chosen as most appropriate to a particular faculty's needs by that faculty. Delivery systems will blend on and off duty work hours.
e. Most professionals indicate that teachers should be responsible for much of their training because they are most familiar with the problems of their own classrooms and the specific situations in which they work. Therefore, schools will be encouraged to utilize the talents and expertise of the staff within their building as a valuable and previously underutilized resource. There will be a preference to include teachers as staff more often than in the past. However, external personnel and community members will be involved when requested by the school staff development team.

f. Entire faculty input will be encouraged as the activities are desinged. Inservice implementation and administration will be the responsibility of the local school staff development team with the support of the area office specialist.

Phase Three-Implementation of the Program: The level of school initiated staff development activity will increase if the local school staff perceives commitment and encouragement from the central office and local administrative personnel.

Administrators and supervisors will be involved in the school-based staff development plans in additional ways:

1. An area office specialist will be the instructor of record for a school module.
2. Area and central office personnel will serve as resources to school teams requesting assistance with plan development and implementation.
3. An area office specialist will approve and sign each local school program plan before it is submitted to the Office of Staff Development for final credit approval.
4. Area and central office staff, in conjunction with higher education personnel, will design and conduct a one (1) credit training program for local school staff development teams. All schools wishing to have their staff development programs be credit-bearing are required to have representatives participate in this training.
5. An area office specialist will participate in the evaluation of each school staff development program by:

   -acting as a resource to each school team as they complete a self-evaluation (Phase Four of local school staff development team process.)
   -reviewing each school plan to document the degree to which stated participant objectives have been met. An 80% completion rate is necessary for the granting of credit. That is, a participant must satisfactorily complete at least 80% of the participant objectives in the module to recieve credit for that module.
   -Fowarding a credit recommendation, along with a completed local school program plan to the

area office for credit award approval.

Phase Four- Evaluation of Program: Several tools will be utilized to identify areas in the school based program that need strengthening and to suggest new directions for program development.

All evaluation activities will have a two-pronged purpose:

Purpose:	As Evidenced by:
1. To measure the success of the separate inservice activities that comprise a particular school's staff development plan.	1. The degree to which stated participant objectives are met.
2. To measure the effectiveness of the school-based staff development process as a delivery model for quality inservice.	2. The ease or difficulty with which a school is able to accomplish the various phases of the school-based model. The number of schools successfully completing all phases of the process.

Among the kinds of evidence that will be gathered and reported during the evaluation phase are:

1) The Participant Evaluation Form - At the conclusion of each staff development activity included in the school-based plan, each participant will be asked to complete a participant evaluation that reflects the degree to which the stated activity met the participant's inservice needs. These forms will serve as the basis for a self-evaluation of each activity by the school staff development team. These records will be kept on file at the school and will be fowarded to the Office of Staff Development when all module activities are complete.
2) The School-Based Staff Development Planning Form - This document will be referred to by each school team as they conduct a self-evaluation of the school-based staff development process. Specifically, Phase II allows for the listing of competencies to be addressed by inservice activities. School teams will be encouraged to measure to what extent these goals were met and if, in fact, they addressed the expressed needs they were designed to address.

The problems and challenges presented by increasing numbers of aging, "burn-in" teachers are multi-faceted. However, their plight must not be ignored. Implementing the school based staff development model, in concert with more immediate short-term interventions, will provide the administrator or supervisor with strategies to effectively address the issues raised by the existence of large numbers of experienced, yet dissatisfied, teachers. School system personnel, as well as any individual concerned about the quality of schooling in the future, must be prepared to deal with the concerns expressed by these teachers before the skills and talents of this group of educators are lost.

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Appendix A

Demograhpic Analysis of Percieved Needs Survey

Staff Development

DEMOGRAPHIC ANALYSIS OF PERCEIVED NEEDS SURVEY:

Rank Order of Total Survey's Top Ten Concerns in Rank Order for Demographic Areas of Years of Experience, Role, and School Level Assignment*

Rank Data	Years of Experience				Role			School Level		
	1-2 N=110	3-8 N=875	9-15 N=1800	Above 15 N=1830	Sp.Ed. Tchr. N=635	Reg.Ed. Tchr. N=3475	A & S N=300	Elm N=2275	Jr/Mid N=985	Sr N=1140
Improving Teacher Morale	2	1	2	3	1	5	2	4	4	1
Dealing with Job-related Stress	3	2	1	1	2	1	3	1	3	3
Dealing with Disruptive Students	1	3	3	2	3	3	4	2	1	4
Finding the Time to Grade Papers	6	5	5	5	9	2	10	3	7	6
Dealing With Class Size	5	4	4	4	6	4	8	6	2	2
Relating to Large Numbers of Students on a More Individualized Basis	8	6	6	6	8	6	9	5	5	7
Working with Mainstreamed Students in the Regular Classroom	7	9	8	7	10	7	7	8	8	8
Dealing With a Teacher Who Does Not "Pull His/Her Own Weight"	10	8	9	9	5	9	5	7	10	9
Training for Staff Members "Set in Their Ways"	9	10	10	10	4	10	1	9	9	10
Motivating Students	4	7	7	8	7	8	6	10	6	5

*This chart is based upon respondees who selected responses 5,6, & 7 indicating experiencing a medium to major problem with the listed concerns.

Appendix B

Staff Development Survey

School Number

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

STAFF DEVELOPMENT SURVEY

General Directions: Respond t each item by gridding (blacken in) the appropriate response ov with a No. 2 soft lead pencil.

Example

Incorrect ⊘ ● ⊘ ⊘ Correct ●

Sex (Blacken one)
- Male ○
- Female ○

Level (Blacken one)
- Elementary ○
- Middle School or Junior High ○
- Senior High ○
- Central Office ○

Age (Blacken one)
- 20-29 ○
- 30-39 ○
- 40-49 ○
- 50-59 ○
- 60-69 ○

Have you earned any workshop credits?
- Yes ○
- No ○

Years of experience in present role (Blacken one)
- 1-2 ○
- 3-8 ○
- 9-15 ○
- 16 or More ○

Are you currently in an advanced degree program at a college or university? (Blacken one)
- Yes ○
- No ○

Role (Blacken one)
- Special Eduction Teacher ○
- Regular Teacher ○
- Administrator or Supervisor ○
- Pupil Services ○

Total Years experience in education (Blacken one)
- 1-2 ○
- 3-8 ○
- 9-15 ○
- 16 or More ○

Highest level of education (Blacken one)
- Bachelor's Degree ○
- Master's Degree ○
- Master's + 30 ○
- Master's + 60 ○
- Doctorate ○

Which certificate do you presently hold? (Blacken on
- Provisional ○
- Standard ○
- Advanced Professional ○

DIRECTIONS Step One: Rate by gridding the appropriate response. Not Applicable ① Applicable But Not A Problem ② Minor Problem ③ ④ ⑤ ⑥ Major Problem ⑦

Step Two: If a problem, select the best approach (Complete Step Two only if a response of 3 thru 7 was indicated in Step One)

- ① A. Highly individualized
- ② B. School-based
- ③ C. Cross-school
- ④ D. Cannot be dealt with by a staff development activit

	STEP 1 Problem? N/A	A/NP	MINOR				MAJOR	STEP 2 Best Appro (Select On		
1. Learning how to create change in a school	①	②	③	④	⑤	⑥	⑦	①	②	③
2. Dealing with a teacher who does not "pull his/her own weight"	①	②	③	④	⑤	⑥	⑦	①	②	③
3. Teaching culturally different students	①	②	③	④	⑤	⑥	⑦	①	②	③
4. Teaching handicapped students	①	②	③	④	⑤	⑥	⑦	①	②	③
5. Building positive professional self-image	①	②	③	④	⑤	⑥	⑦	①	②	③
6. Dealing with job-related stress	①	②	③	④	⑤	⑥	⑦	①	②	③
7. Motivating teachers to excel	①	②	③	④	⑤	⑥	⑦	①	②	③
8. Training for staff members "set in their ways"	①	②	③	④	⑤	⑥	⑦	①	②	③
9. Spreading tasks equally over the entire staff as a result of staff reductions	①	②	③	④	⑤	⑥	⑦	①	②	③
10. Improving teacher morale	①	②	③	④	⑤	⑥	⑦	①	②	③
11. Developing self-assertiveness skills	①	②	③	④	⑤	⑥	⑦	①	②	③
12. Developing skills to conference successfully with parents	①	②	③	④	⑤	⑥	⑦	①	②	③
13. Developing skills to conference successfully with teachers	①	②	③	④	⑤	⑥	⑦	①	②	③
14. Developing interdisciplinary cooperation on the School Instructional Team (SIT)	①	②	③	④	⑤	⑥	⑦	①	②	③
15. Developing interdisciplinary cooperation on the Supplemental Services Team (SST)	①	②	③	④	⑤	⑥	⑦	①	②	③
16. Understanding legal mandates, e.g., federal, state rulings	①	②	③	④	⑤	⑥	⑦	①	②	③

CTIONS Step One: Rate by gridding the appropriate response. Not Applicable ① Applicable But Not A Problem ② Minor Problem ③ ④ ⑤ ⑥ ⑦ Major Problem

Two: If a problem, select the best approach (Complete Step Two only if a response of 3 thru 7 was indicated in Step One)

① A. Highly individualized ② B. School-based ③ C. Cross-school ④ D. Cannot be dealt with by a staff development activity

	STEP 1 Problem?							STEP 2 Best Approach (Select One)			
	N/A	A/NP	MINOR	PROBLEM			MAJOR				
Complying with legal mandates	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Dealing with class size	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Finding the time to conference with parents	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Finding the time to conference with teachers	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Handling extra school duties, e.g., bus duty, lunch duty	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Finding the time to grade papers	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Understanding county policies	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Complying with county policies	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Handling classroom clerical duties, e.g., collecting money for field trips, etc.	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Continuing professional growth activities	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Relating to large numbers of students on a more individualized basis	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Preparing classroom instructional materials	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Motivating students	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Preventing problems, i.e., early intervention	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Dealing with disruptive students	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Managing classroom organization effectively	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Dealing with absenteeism and truancy	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Using the student conduct code	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Being aware of various discipline techniques	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Working with parents on behavior problems	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Counseling with students in general	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Using ability grouping within classrooms	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Adapting materials for students with special needs	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Assessing special needs of students	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Counseling with students who have special needs	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Developing career education programs	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Using the School Instructional Team (SIT) as a referral process	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Using the Supplemental Services Team (SST) as a referral process	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Having available instructional materials for slow learners	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Using curriculum for slow learners	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Working with mainstreamed students in the regular classroom	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Preparing for working in the middle school	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Being aware of the Talented and Gifted (TAG) Program	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Using the Talented and Gifted curriculum	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Utilizing human and material resources effectively in programming for students	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Being aware of available resources to program effectively for students	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Understanding the SLRD Program	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Using the SLRD curriculum	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Evaluating the effectiveness of classroom materials	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Evaluating the effectiveness of classroom teaching strategies	①	②	③	④	⑤	⑥	⑦	①	②	③	④
Dealing with out of field assignments/certification	①	②	③	④	⑤	⑥	⑦	①	②	③	④

Appendix C

The Reluctant Client: Tried and True Intervention Strategies

THE RELUCTANT CLIENT: TRIED AND TRUE(WE THINK!) INTERVENTION STRATEGIES

by Sherry Liebes

1. Look for causative factors of hostility. Be supportive.
2. Consider the possibility that client's hostility is a control or manipulative behavior. Don't adjust or compromise your behavior as a result.
3. Be direct about the hostility. A person-to-person face-off may aid the client in coming to grips with his/her feelings.
4. Prescriptive interventions are not usually successful. Help client to make decisions and to define the problem himself.
5. "Broken record technique." Be persistant. Don't let client's hostility drive you away.
6. "Keep on trucking." Keep on track with your goals.
7. Create a "bottom." People have a built in forgetter. Don't wait. Go in when the client has a need.
8. "John Wayne Syndrome." Asking for help is seen as a weakness so bolster client's ego.
9. Don't focus on client's inadequacies. Provide concrete suggestions and materials that depersonalize the problem.
10. "I've been there." Personal sharing by the helper.
11. Feeling of uniqueness on part of client. Tell them that they are not alone.
12. Be aware of the time factor in the change process. Except for extreme crisis situations, allow time for attitude change to occur

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Appendix D

Staff Development Program Planning Form

LOCAL SCHOOL STAFF DEVELOPMENT PROGRAM PLAN

by Sherry Liebes

School_____ DATE_____

School Staff Development Team Members: _____
_____
_____
_____
_____

Orientation and Team Building Workshop: Date attended_____
Team members attending_____
_____

Phase I: Needs Assessment

A. Identified priotity staff development need(s) of total school faculty:

1._____ _____

2._____ _____

B. Statement relating identified staff development needs to objectivies of local school student program. (How will local school staff training in this area improve student instruction in this school?)

C. Statement relating identified staff development needs to the six-part school system needs assessment. (Where does the school identified need intersect with those needs identified by all school system professional personnel?)

Phase II: Competencies Identification

A. Statement describing the attitudes, knowledges, understandings, and/or skills addressed in this program. Relate each statment to a need identified in Phase I.

Goal statement Related identified need

B. List(briefly) expected participant outcomes of this staff development program:
1.
2.
3.
4.

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C. Describe the teaching/learning activities included in this local school staff development module:

1. Participant outcome (from Phase II, part B):

2. Delivery system (workshop, visitation, etc.):

3. Date of activity: Time of activity:

4. Instructor(s):

5. Sample description of planned activities for each of the following components:
   - exploratory -
   - developmental -
   - evaluation -
   - follow-up -
   - outside activity -

6. Number of contact hours:

7. Module credit: (Choose one)
   - 15 contact hours = one credit
   - 30 contact hours = two credits
   - 45 contact hours = three credits

Phase III: Implementation of Program

For each credit-bearing activity held as part of the local school staff development program, complete the following information:

1. Title of activity -
2. Date, time held -
3. Number of contact hours -
4. Number of staff members attending session -
5. Instructor(s) -

Phase IV: Evaluation of Program

For each participant objective listed in Phase II, Part B, complete the following information:

Participant Outcome	Degree of Completion:	As evidenced by:
	___Complete ___Partially complete ___Not complete	

Staff Development Team Members: Principal Area Office Specialist

_____ _____ _____

_____

_____

_____

_____